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ABSTRACT

Each year, Chemeketa Community College (CCC) hosts a meeting of secondary school and college administrators to discuss articulation issues affecting high school students, to develop procedures for increasing the smooth transfer of secondary students to the college, and to pursue projects of mutual benefit. An outgrowth of the spring 1981 articulation meeting was the development of the Cooperative Vocational Education Project, which involved CCC and the North Marion School District in an effort to share resources, expertise, and costs in a pilot data processing program. The project involved the following steps: (1) establishing a planning task force; (2) identifying the project's mission, goals, and objectives; (3) planning the curriculum; and (4) implementing the curriculum. Several advantages have accrued from the joint project. Most importantly, high school students have access and the opportunity to learn new vocational skills, have the option to receive high school and college credit for the courses and the flexibility to apply the knowledge and skills to either vocational or academic goals, and have the opportunity to receive current, up-to-date instruction in data processing using the expertise of college faculty. Another benefit, from the tax-payers' perspective, is that costs are reduced as there is no duplication of programs and resources. A final benefit is the positive constructive relationship fostered between the high school and college. (LAL)

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Curriculum Articulation with Secondary Institutions

George Moore
Chemeketa Community College

Paper presented at the Annual Conference of the American Association of Community and Junior Colleges (64th, Washington, DC, April 1-4, 1984).

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Curriculum Articulation with Secondary Institutions. A roundtable presentation at the Annual Meeting of the American Association of Community and Junior Colleges. Washington, D.C., April 2, 1984.

Presented by George Moore, Associate Dean for Occupational Education, Chemeketa Community College, 4000 Lancaster Drive N.E., P.O. Box 14007 Salem, Oregon 97309

Purpose of the Presentation. The purpose of this presentation is to describe the "Cooperative Vocational Education Project" which involves Chemeketa Community College and initially two public high schools in the college district.

Background on Chemeketa Community College and the Project. Chemeketa Community College serves approximately 287,000 residents in three counties and part of another county in the Mid-Willamette Valley. There are 28 public high schools in the college district. For 1983-84, the institution's operating budget is 19.5 million dollars and enrollment for 1983-84 is estimated at approximately 6,300 FTE students. Each year the college hosts a meeting of secondary and college administrators. The goal of the annual meeting is to discuss articulation issues affecting high school students, to develop procedures for increasing the smooth transfer of secondary students to the college and to pursue projects of mutual benefit to high schools and the community college. In the Spring, 1981 articulation session, there was general agreement that increased cooperation should be initiated to utilize resources better and to respond to promising new areas of high technology in vocational education.

Establishing a Planning Task Force. As a follow-up on the spring 1981 articulation meeting with principals and superintendents, the following fall a joint task force was organized and officially appointed by Chemeketa Community College and two public high schools--Woodburn Public High School and North Marion Public High

School. Membership on the task force included the superintendents of each high school, the dean of community services and the associate dean for occupational education from Chemeketa Community College, plus the coordinator of career education for the counties. Called the "Cooperative Vocational Education Project" the task force met at least monthly during most of 1981-82 to explore the feasibility of developing a joint program which would use the resources of all three school districts and serve potentially as a cooperative model for vocational education articulation to other educational institutions.

Identifying the Project's Mission Goals and Objectives. As one step in exploring the feasibility of the project, much of 1981-82 was devoted to clarifying the vocational education concerns of each district. The task force wrestled with questions such as:

-how can we bridge the gap between high school and the community college or other job entry preparation programs?

-what preparation is necessary for high school students to excell in the community college programs?

-what avenues exist for high school students to accelerate completion of the community college program or to accelerate preparation for the marketplace?

-what related preparation is essential for student success in the program, such as math., communications, language arts and science?

-what are the current offerings of the high schools and the community college which may fit into any program we propose?

Other typical questions were who would teach the classes, what qualifications or certification did teachers need, where would classes be taught and how would the programs be funded? Additionally, the task force reviewed occupational outlook data, used various reports to identify new and emerging high technology job fields, obtained labor market and employment trend data on the local area, and visited

other joint vocational education programs, such as the Los Angeles Regional Occupational Program. From all this information, the task force focused its project on two major occupational areas--electronics and data processing--and developed the following mission statement to guide the planning process further.

> In order to better serve the vocational training needs of students in public school settings and the employment needs of electronics and data processing industries, Woodburn School District, North Marion School District and Chemeketa Community College will conduct a pilot project in electronics and data processing. The primary mission of this cooperative project is to share resources, expertise and cost.

Once the mission statement was developed and approved by the governing boards of each district, goals and objectives were developed to support the project's mission. The goals recognized the need to:

- .explore options for increasing the cost-effectiveness of vocational programs currently available at Woodburn and North Marion Public Schools;
- .upgrade the entry-level vocational skills training available to high school students from North Marion and Woodburn; and, to
- .improve the articulation between the programs and the articulation between vocational personnel of the high schools and the community college.

In support of the goals above, four major objectives were identified and agreed upon by the task force. The objectives guided the project to:

- .identify essential entry-level vocational skills and employment opportunities in electronics and data processing, utilizing the assistance of industry representatives;
- .identify alternative methods for instructional delivery, staffing, use facilities and equipment and financing of the vocational programs;

.identify avenues for high school students to accelerate completion of the respective community college program and/or accelerate preparation for the market place; and, to

.identify the levels of preparation necessary in reading, writing, math., and science for students to succeed in data processing and electronics.

Planning the Curriculum. Using the agreed upon mission statement, goals and objectives, the task force organized two advisory committees--one for data processing, the other for electronics. Each advisory committee was composed of industry representatives and assisted by members of the task force and faculty members from each school district. Each advisory committee was asked to make recommendations to the task force on, but not limited to, the following points: the job entry skill requirements, the terminal skill requirements for the high school program, the high school course performance skills and knowledge needed, the equipment and facility needs, the textbooks and other pertinent instructional supply needs, the qualification of the teaching staff and recommendations on any funding alternatives. To assist each advisory committee relevant curricular materials were made available to the members, visits to high school and community college programs were arranged, plus an informal survey of high school students career interests was conducted. In the spring of 1982, the advisory committees forwarded their recommendations to the task force. At approximately this time the superintendent of the Woodburn School District left his post and assumed a comparable position in another district. Because of this change, recommendations from the advisory committee were used to plan a vocational program at North Marion High School District instead of at both high school districts. A summary of the two-year cooperative vocational program in data processing technology for North Marion students is shown on the next page.

COOPERATIVE VOCATIONAL EDUCATION PROGRAM IN DATA PROCESSING TECHNOLOGY BETWEEN
NORTH MARION SCHOOL DISTRICT & CHEMEKETA COMMUNITY COLLEGE DISTRICT

Planning Elements

	Course Title	Length	Grade	Units	Prerequisite	Equipment Requirements	Personnel Qualifications	Physical Environment
FIRST YEAR								
No. 1	Computer Keyboarding	18 weeks 1 period/ day	10-12	1/2	None	Typewriter 10 key calc. Microcomputer Network	Teacher-Voc. Ed. Cert.	Classroom-Lab
No. 2	Intro. to Data Process. I	18 weeks 1 period/ day	10-12	1/2	None	Microcomputer Network	Preparation "A" Teacher-Voc. Ed. Cert.	Classroom-Lab
SECOND YEAR								
*No. 3	Intro. to Data Process. II	18 weeks 1 period/ day	10-12	1/2	None	Microcomputer Network	Preparation "A" Teacher-Voc. Ed. Cert.	Classroom
*No. 4	Fund. of Comp. Prog. I	18 weeks 2 periods/ day	10-12	1/2	None	Microcomputer Network	Preparation "A" Teacher-Voc. Ed. Cert. Programming Proficiency	Lab.

*Courses No. 3 and 4 will be credited as completed at Chemeketa Community College.

No. 3 equates to CS131 - Intro. D.P. (3 credits)
No. 4 equates to CS070 - Fund. Comp. Prog. (4 credits)

Preparation "A" means equivalent coursework to be completed at Chemeketa Community College by the high school teachers. Coursework includes
.CS131 Intro. to Data Processing
.CS133B Intro. to Programming Basic
.CS070 Fund. of Computer Programming I

Software Support IBM-PC (IBM-PC Tutor, DOS/BASIC Extension VI.I., Multiplan, Easy Writer, CP/M 86, and Computer Discover)

Hardware Support (10) IBM-PC 64KB RAM, Two 320KB Diskette Drive: Monochrome Display; and 2 Hard Copy Printers)

Implementing the Curriculum and Future Plans. The Superintendant of North Marion School District presented the proposed project to the Board of Education, recommending "start-up" of the curriculum for Fall, 1983. The board approved $27,700. to purchase 10 IBM-PC's, the related software and tables for the 10 microcomputer's. Approximately $1,200. was approved for textbooks and another $1,000. for making the laboratory secure and burglar proof. According to the curriculum, North Marion students were to enroll in computer keyboarding. However, because of a delay in getting the equipment from IBM, the high school registered the students in a Typing I class so that they could gain the keyboard skills. For both the Typing and the Introduction to Data Processing class, there are presently about 40 students enrolled. Prior to these classes being offered, in the spring of 1982, the academic background and teaching experiences of high school teachers was reviewed by the faculty and the department head of business and management at the college. Recommendations were made to the superintendent of North Marion School District on the training needed to prepare the high school teachers to teach the courses for dual credit. For the high school teachers involved in the project, the high school district paid their tuition and fees for them to enroll in the college courses which they would teach at the high school level.

With the first year of the Data Processing Technology curriculum launched and proceeding well, the planning has continued this year for implementing the second year of the project in the fall of 1984. A series of meetings have been held with faculty and administrative representatives from each district, specifically to review and discuss the course outlines, course syllabuses, textbooks, equipment and evaluation procedures for implementing the second year of the curriculum. In a meeting scheduled for spring, 1984, the objective is to reach agreement on the procedures for awarding dual credit for Introduction to Data Processing II and Fundamentals of Computer Programming I so that students receive high school and college credit. Another objective for

the spring meeting is to reach agreement on the procedures for evaluating the courses and the total project. At this point, there is a commitment to have the courses evaluated twice and done jointly by a representative of the college and the supervisor of the high school teacher. Plans to evaluate the success of the total project will be developed during the coming year so that outcomes can be compared to the goals and objectives established for the cooperative project.

Preliminary Benefits of the Cooperative Effort. Although a formal assessment will be designed and conducted during 1984-85, already it is clear that several advantages have accured from the joint project. Most importantly, high school students have access as well as the opportunity to learn new vocational skills which will help them find employment upon graduation from high school or prepare them for a quicker transition to the community college. The students will have the option to receive dual credit for the courses and the flexibility to apply the skills, knowledge or abilities to either vocational or academic educational goals. Thus, they will not be at a disadvantage if they change their educational goals. Particularly critical is the opportunity to receive current, up-to-date instruction in data processing using the expertise of the data processing faculty at the college. Another benefit of the cooperative venture is that students who decide to complete their associate degree in data processing at the college have greatly increased their chances of admission to a program limited by available space and equipment. Also of importance, from the tax-payer's perspective, costs are reduced because there is no duplication of programs and resources. Certainly, another benefit is the positive, constructive relationship between high school and college teachers as they work on a curriculum of mutual interest and advantage. As a footnote, it should be noted that staff development as described in this report does not occur often. The philosophy and commitment of the superintendent of North Marion has been (and still is) quite critical. Briefly, these preliminary benefits of the joint project have

resulted only because of his steady commitment to recognize the role of each institution, to identify and eliminate any barriers and to pursue a common sense approach to help students.

Summary. This project is a new development and example of curriculum articulation between a secondary institution and the college. Thus, the project serves as a model to address several concerns expressed to not only locally, but by national task forces, reports and committees as well. For example, the project provides an example of how to improve articulation of high school and community college programs to advance placement of high school graduates in community college programming, and avoid duplication of programs,--one of the goals recommended by the Oregon State Advisory Council for Career and Vocational Education in their 14th Annual Report (December, 1983). Consistent with local concerns and national recommendations, the project represents a genuine effort to eliminate narrow marketable skill courses that have little intellectural substance and to offer quality courses which do not stimatize students and require less of them academically. As the well-publicized document entitled High School: A Report on Secondary Education in America (1983) notes, "rarely are big schools able to offer a full range of vocational courses with well-trained staff and up-to-date equipment. So ,they are not keeping students current with labor market demands. Although the "final chapter" has not been written on the Cooperative Vocational Education Project, so far the project demonstrates it is feasible to overcome the concerns--even in a very small high school. In recap, the "Cooperative Vocational Education Project" is off to an excellent start, the project is making a difference in curricular options for students and in a cost-effective manner for taxpayers. For sure curriculum articulation has always been an important issue for Chemeketa Community College. Today, however, the curriculum articulation is receiving attention--and the Cooperative Vocational Education Project is helping each institution in a time of limited resources to serve students better.

References. Some of the materials consulted so far during the project, and which may be of interest to others pursuing similar efforts, include:

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